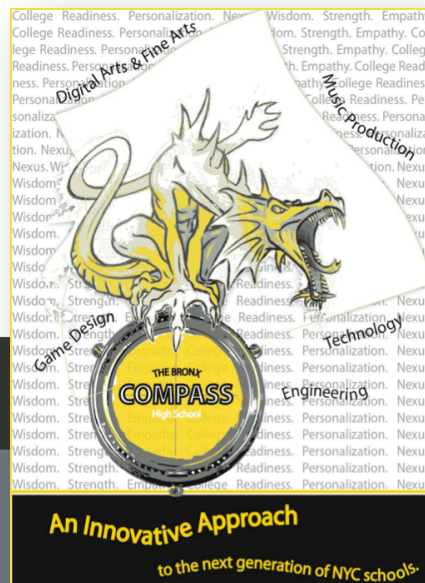


# The Bronx Compass High School

iZone360

Our school is part of a community, called iZone360, which is reimagining the traditional school model in order to address the needs, strengths, and motivations of each student.



## Why We Need to Innovate

School is not engaging to kids.

- US Census data shows that only 52% of our nation's 12-17 year olds report being highly engaged in school (i.e. liking school, working hard at it or being interested)
- In New York City in 2011, only 65.5% of high school students graduated in four years (Bloomberg News).

Schools do not adapt well to shifting cultural and technological paradigms.

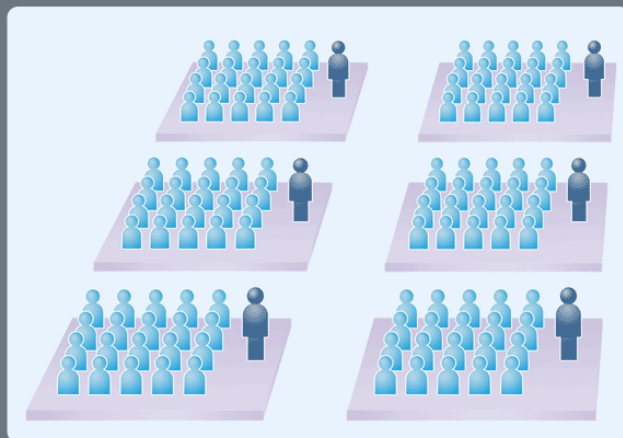
- We still organize schools according to the 19<sup>th</sup> century industrial model.
- School has very little, if any connection to the real world.

Schools are not designed to handle human variation.

- People learn and grow differently at different rates.
- Students are not disabled; schools are disabling.
- People have different needs, strengths, and motivations.

Schools do not educate for the unexpected.

- Schools are not addressing the competencies students need in order to live well in a dynamic and complex world.

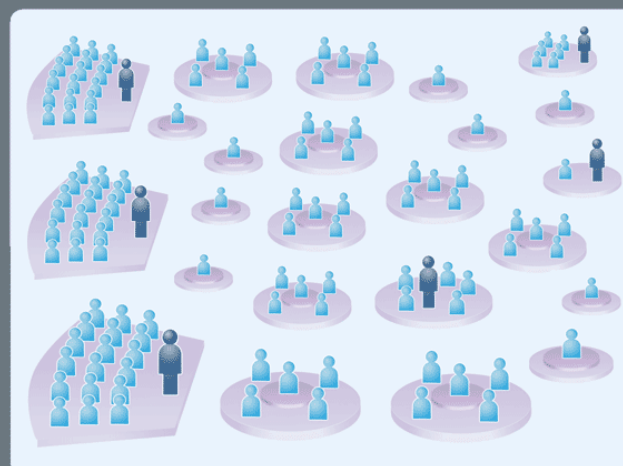


## A New Approach to School

Our mission is to honor young people by creating a truly personalized, student-centric school model where learning and achievement are aligned to the unique needs, strengths, and motivations of our students.

In our first year, The Bronx Compass High School model seeks to move boldly toward personalization by setting up creative spaces for personalized project work including our in house entertainment company, Dragon Entertainment, and an Art Studio, Maker Space, and Student Think Tank. We will also create an extended advisory system for personal, academic coaching, and develop a mastery tracking system of "grading."

In years to come, we will fully implement a student-led and owned entertainment company to help bridge school work with real life work. We will handle state testing requirements through online prep courses that students take when they are ready, and develop a master's academy grounded in interest-based internships and real world projects for upper classmen.



How can we reimagine and transform curriculum and assessment to help all students meet or exceed the Common Core Standards and other rigorous academic standards?

We have prioritized five essential competencies which will inform our curriculum design and assessment. They were derived from our beliefs about what students need in order to be successful in any post-secondary experience they pursue and from NYS, CCS, EfS & 21<sup>st</sup> Century Standards.

These skills are outlined in five school-wide rubrics:

- **Reading Rubric** – Students will be able to read to comprehend, infer, draw conclusions, and gather evidence
- **Writing Rubric** – Students will be able to evaluate and utilize accurate evidence from multiple perspectives to support an original claim/argument in writing, discussion, and presentations.
- **Advocating & Navigating Systems Rubric** – Students will be able to advocate for themselves and navigate political, social, economic and educational systems to achieve personal goals and success
- **Problem Solving Rubric** – Students will be able to think systematically about complex problems and design viable solutions.
- **Project Development & Execution Rubric** – Students will be able to create and execute an action plan to learn anything.



To support this work, we've created a theory of competencies-based curriculum design with supporting tools and a mastery tracking system.

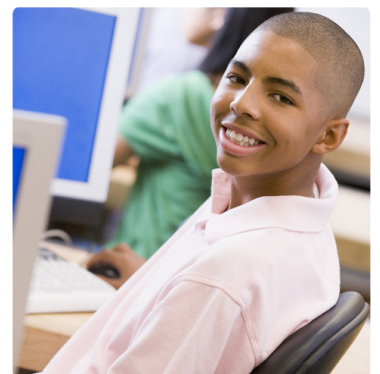
How do curriculum and assessments need to change to prepare students for dynamic and demanding colleges, careers, and communities?

In addition, we will support the development of these competencies with:

- daily advisory
- online learning
- extended advisory (advisors push in to provide just in time intervention and feedback around their students weekly academic goals)
- digital planning, sharing, and progress monitoring tools
- authentic publishing, exhibition and application of student work.

And enrich our curriculum with:

- media-rich learning environments
- project-based, game-based, and online learning
- 90 minute to 3 hour interest-based modules
- an in-house entertainment company
- maker and art spaces
- internships and real world learning experiences
- College Now courses



Curriculum and assessments must be aligned to what our school says it values. Our grading policy, lesson plan template, and schedule also must be aligned to support what we value. Students must learn to use the data on their learning plans to revise work and grow as learners and people.

Assessment should be a learning opportunity and foster student ownership.

How can students work together with staff and their families to create a personalized learning plan that helps them reach mastery at their own pace?

- Every student will have a digital learning plan/portfolio
- Every student will receive training and support so they can manage aspects of their learning plan and portfolio (to underpin student ownership of their learning and work.)
- Every student will have an advisor to check-into the learning plan with the student regularly and support the student’s understanding of how to use it and what it means.
- Every module will have push ins from advisors to help the facilitator personalize learning for his or her advisees and provide just in time support and feedback on students’ weekly academic goals.
- Every parent/caretaker will have access to the learning plan/digital portfolio. Parents will be able to add in relevant information around the student’s progress and serve on a review panel at the end of the year for student exhibitions (Maker Faire & End of the Year Film Festival).



How can students receive frequent and detailed feedback on their progress toward mastery?

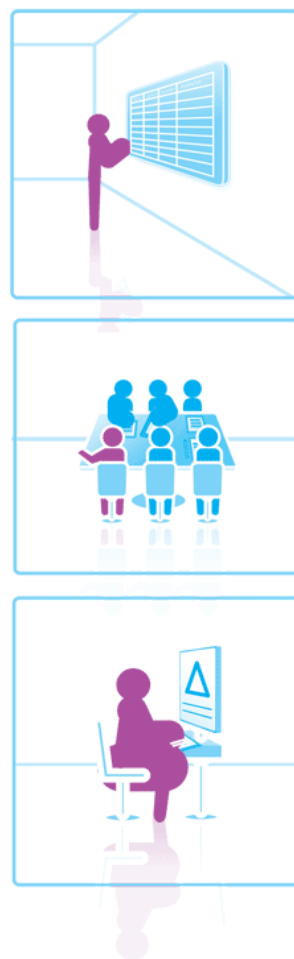
- Through their learning plans
- Through in-class feedback from their facilitators and advisors
- Through peer review
- Through a real world mentor
- Through real-time feedback in online coursework
- Through our mastery tracking system that traces student progress in individual modules and across school wide competencies

Sum of weight		Column Labels												Grand Total	
		game	movement	student reading	artistic composition	music/performing arts	manipulatives	science	linguistic composition	social studies	history	business	oral/presentation		
Row Labels															
206666224		6	4	2	3	6		1		1	1	1		25	
204326292		7	7		2	8								24	
207782376		6	5		4	5				2	2			24	
275059814		8	8	2	1	5								24	
208436931		3	1	1	2	3	1	3		3	3	3		23	
203376801	Sum of weight														22
220265888	Column Labels														22
207981358															21
209407162															20
217271956															20
275069193															20
211039144															19
203648498															19
219871779															19
205695935															19
269473427															18
206302424															18
Row Labels		Small	Virtual	Large	Independent										
275059814		6	3	3											
219871779		6	2	4											
209407162		4	3	3	2										
202944203		5	4	2	1										
274672252		6	3	3											
203097779		3	4	2	3										
207782376		4	5	1	2										
203098108		6	3	3											
209497072		6	3	3											
203581608		5	4	2	1										
270622483		4	5	1	2										
204326292		4	5	1	2										
274971126		4	5	1	2										
205347586		5	4	2	1										



## How will students take ownership of their learning and learn how to work in a variety of live and virtual settings?

- Students will be trained and supported to use their learning plan/digital portfolio and planner to plan and keep track of their daily work.
- Students will be trained and supported to use their learning plan/digital portfolio and planner to notice and reflect on patterns and trends in their learning progressions and particular competencies.
- Students will create Behavior Over Time Graphs (BOTG's) of data related to their weekly academic goals to reflect on their progress and set new goals.
- Aligned with our fourth essential skill, that students can create and execute a plan to learn anything (Project Rubric), we believe it is essential to train and support students to develop this competency throughout their four years in school. Advisors will use a four-year road map which is backwards planned, and adjusted with individual students along the way, students will take more ownership of their learning each year.
- As students progress through their four year road map, they will make more informed choices about what they work on, when they will work on it, with whom they will work, in what role, at what pace and in what order.



## How will staff take on new, flexible roles as coaches and facilitators to guide student learning? How can alternative staffing models help meet each student's needs?

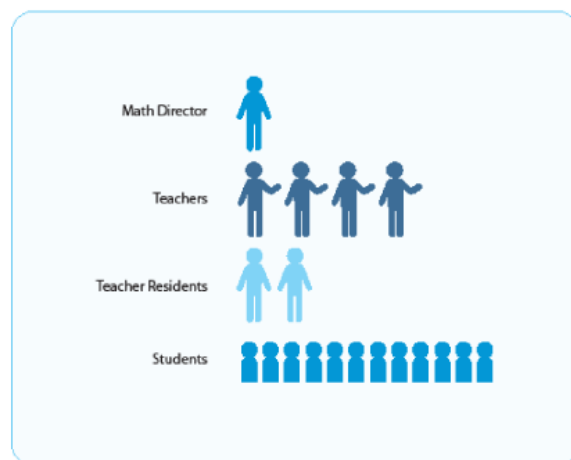
Every module will have a facilitator and an extended advisor.

**Facilitator:** Using our curriculum design framework, lesson-planning and unit planning tools, facilitators will design modules that engage students in three ways of learning: product-based learning, experiential learning, and personalized learning.

**Extended Advisor:** Advisors will spend 33% of their non-teaching time pushing into their advisees' modules. Time will be flexible but scheduled such that advisors push into each module at least once per week. Extended Advisors will:

- Provide individual or small group instruction (both in and out of the classroom—a pull out space will be available) based on both pre-planned supports and just-in-time interventions.
- Capture relevant data (on students' weekly academic goals) and upload it to students' learning plans to share with a student, a parent, or other facilitator.

**Student Facilitator:** As students mature and progress in the mastery of facilitation skills, they will have increasing opportunities to be facilitators themselves both in advisory and in modules.



How can we create flexible and real-world learning environments by re-imagining our use of technology, scheduling, and community/home resources?

Leveraging multiple instructional modalities

Large Group Instruction



Small Group Instruction



Small Group Collaboration



Virtual instruction delivered by software



Virtual instruction delivered by remote instructors



Independent learning



Peer tutoring



- In the ninth grade, students will work with their advisory group and advisor to explore a common interest and complete two semester-long learning-expeditions. Each expedition includes a real world project component to be completed as an advisory group. Each project much include presentation to an authentic audience.
- In the tenth grade, students will work in independently or in small groups with other students from their advisory to complete two semester-long learning-expeditions. Each expedition includes a real world project component. Each project much include presentation to an authentic audience.
- In eleventh and twelfth grade, students will have interest-based internships related to their self-selected area of focus. Students will work with their advisor and a real world mentor to complete a real world project for their internship site. Each project much include presentation to an authentic audience.
- Students have access to different types of learning spaces. (In year one--Dragon Entertainment Office, Think Tank, Maker Lab, & Media Lab).
- Spaces are scheduled based on learning activities and students needs and are increasingly made by students themselves through google docs.
- The amount of time students spend per week and month on on various subjects varies based on student needs, interest, and readiness for this level of independence. In year one, students will take responsibility for scheduling their competencies blocks in advisory. In year two, they will take increasing responsibility for managing their own projects in their modules and advisory. In years three and four, students will have the ability to handle their own schedule provided they have demonstrated that they are ready for this responsibility.



Malik starts his school day in Basketball class with Mike and Nina before school officially starts. Although there are several choices for gym throughout the week, Malik wanted to start his day with something active. After basketball, Malik has his first 90 minute module, Music Production. Today, Malik's advisor, Lauren, is pushing into his mod. to help him work on a theme analysis for one of the songs he's producing.



Malik's second module is video game design. Typically, students starting in the Humanities semester don't take game design or any other STEAM mods, but Malik worked with Lauren, his advisor, to petition the administration because he loves video games and wanted to take video game courses year round.



After his second mod., Malik goes down to the lunch room to grab a bagged lunch and heads back upstairs for Language Lunch with Bob, a bilingual Spanish teacher. At Language Lunch, Malik he practices conversational Spanish, a language he's been learning through pimsleur

software during the competencies block of his advisory. His small Language Lunch group consists of students using Pimsleur, bilingual Spanish speakers and native Spanish speakers.



After Language Lunch, Malik goes to advisory. Today's advisory is Student-Led Discussion and Goal Setting. This week was Malik's turn to choose a topic, write discussion questions, and facilitate. This week's topic is gay marriage. Malik's older sister recently came out as a lesbian, and he wants to know what the other students in advisory think about gay marriage. He passes out the article he picked

with Lauren's help. After the reading, he facilitates a Socratic Seminar, a discussion format they have been practicing once per week. This part is challenging because Lauren almost never intervenes in the Student-Led Socratic until the debrief at the end.



After the debrief, Mailk signs into his learning plan to look at his progress for the week. Lauren has uploaded some data points and feedback about his academic goal for the week, annotating text. This week Malik tried a strategy where he stops to interact with the text by making an annotation after every paragraph. Malik's overall literacy

goal is to stay on task during close readings. Every week with Lauren's help, he sets a smaller goal that helps him achieve his overall goal for the quarter. He takes his feedback data and creates a Behavior Over Time Graph (BOTG) in excel and writes a reflection on his progress, both of which he uploads into his learning plan.

After advisory Malik goes to his last mod., Art Through Observation. Here Malik has been working on drawing a series of fruit using new shading techniques. 90 minutes later when the bell rings, Malik is almost finished. Luckily, there is Open Studio everyday after school.

